



Ivington School PE Progression

KS1 National Curriculum	KS2 National Curriculum
<p>Pupils should be taught to: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<p>Pupils should be taught to: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best
<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 	

	Reception	End of KS1	End of Lower KS2	End of Upper KS2
To develop practical skills in order to participate, compete and lead a healthy lifestyle	<p>Games</p> <ul style="list-style-type: none"> Describe how the body feels when still and when exercising. Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules. Control my body when performing a sequence of movements. Participate in simple games <p>Dance</p> <ul style="list-style-type: none"> Describe how the body feels when still and when exercising. Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. 	<p>Games</p> <ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. <p>Dance</p> <ul style="list-style-type: none"> Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. <p>Gymnastics</p> <ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. 	<p>Games</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to teammates at appropriate times. Lead others and act as a respectful team member. <p>Dance</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent, and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. <p>Gymnastics</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent, and expressive manner. Refine movements into sequences. Show changes of direction, speed, and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<p>Games</p> <ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping, and kicking, etc). Work alone, or with teammates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. <p>Dance</p> <ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace, or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). <p>Gymnastics</p> <ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills. Hold shapes that are strong, fluent, and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright).



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<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Describe how the body feels when still and when exercising. Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Curled side roll (egg roll), Log roll (pencil roll), Teddy bear roll Straight jump, Tuck jump, Jumping Jack, Half turn jump Bunny hop Tiptoe, step, jump and hop Standing balances Control my body when performing a sequence of movements. Participate in simple games. <p>Athletics</p> <ul style="list-style-type: none"> Describe how the body feels when still and when exercising Run in different ways for a variety of purposes. Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm. Throw an object at a target. Control their body when performing a sequence of movements and adventurous activity. Participate in simple games Talk about what they have done. Talk about what others have done <p>Outdoor and Adventurous Activities (*Outdoor and Adventurous Activities is nonstatutory for Reception & KS1).</p>	<p>Athletics</p> <ul style="list-style-type: none"> Athletic activities are combined with games in Years 1 and 2. <p>Outdoor and Adventurous Activities*</p> <ul style="list-style-type: none"> Work both independently and as part of a team. Arrive properly equipped for outdoor and adventurous activity. Follow instructions and understand potential risks. Show resilience and determination to complete tasks and overcome fears <p>(*Outdoor and Adventurous Activities is nonstatutory for KS1)</p>	<p>Athletics</p> <ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. <p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses, and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary. 	<p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently, and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. <p>Athletics</p> <ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement. <p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.